

U.S. Environmental Politics and Policy
POLS 361, Summer 2014
M-F 10:10-12:10PM
Plant Sciences W9

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Office Hours: M/W/F 9:00-10:00, W 12:15-2, and by appointment

Course Description

This course explores the political, administrative, economic and ethical dimensions of U.S. environmental policy/politics. The topic is exceptionally broad, highly salient and incredibly complex. It is one that affects us daily and forces us to consider equally important issues like economics, energy and equity. Resulting debates are becoming increasingly contentious, aided by a gridlocked Congress. Yet, environmental policymaking has hardly ceased. Our task is to better understand why this is the case. We will consider questions such as: What are the key U.S. environmental laws? Are they working? What is the role of the federal bureaucracy and Courts? How have groups impacted environmental policies? Where do states and local governments fit in? And, what can we expect going forward?

Classroom Behavior

Students should be mindful of all general conduct rules enforced by CSU relative to classroom behavior. I believe that we are capable of treating one another with civility based on respect for one another's ideas and thoughts. Although there is not a formal attendance policy, be aware of random in-class writing assignments. Once class begins please adhere to the following rules:

- Please do not use laptops unless instructed to do so
- Please arrive on time and do not leave until the class is over (if you do need to leave early – please sit near the door); limit all other trips to a minimum
- Please silence cell phones; no texting during class – there will be a 5-10 minute break usually around 11.
- Please be respectful of others and their opinions – including waiting your turn to talk

Required Readings

McGrory Klyza, Christopher and David Sousa. 2014. American Environmental Policy: Beyond Gridlock. Cambridge: MA MIT Press. (ISBN: 9780262525046)

Major news outlet like the NY Times, NPR – Daily.

****In addition to these texts, I will post other readings on blackboard****

Course Work and Assignments

Students will be evaluated through a number of ways. First, there will be a variety of low-stakes in class assignments. Second, there will be a significant outside research project and presentation. And, finally a final examination and a shorter quiz. Further instructions will be provided with each assignment.

Assignment	Points Possible
In-Class Random Writing Assignments	25 (total)
Budget Simulation Students must complete a brief assignment that requires them to reflect upon environmental politics in the context of the budget simulation and discussion	25
Enviro Games Reflection	25
Outline	25
Paper	100
Exam	100
Total	300

All papers and assignments must be handed in on time and as a hard copy (if applicable) – assignments will be collected at the beginning of the session. For each day late (the clock starts at the end of class the day the assignment is due), ten percentage points will be deducted.

Points will not be deducted for late papers if the student has an excused or university-sanctioned absence that is documented. If this is the case, please inform me as soon as possible so that we can make appropriate arrangements.

GRADES

Exams, papers, and the final grade will be based on the following scale:

- A = 100 - 89.5
- B = 89.49 - 79.5
- C = 79.49 - 69.5
- D = 69.49 - 59.5
- F = 59.49 – 0

****I do not expect to curve grades or provide any kind of adjustment****

****Extra credit will be limited, if given at all****

Procedure

Class sessions are intended to blend lecture and discussion. If the latter is to prove valuable to you, it is critical that you complete the assigned readings before class and attend class with questions and your thoughts in mind. Thus, the best way to earn a high grade in this course is to attend class regularly and to complete the assigned readings well before the day of an exam.

Most class sessions will be divided into two parts. The first will include my presentation of the material – I will not just restate the material appearing in the assigned readings. Rather it will incorporate information from other outside sources, group work and multi-media. The second part will include student led discussion and debate. **My expectations are not that you remember every fact that you read. What I do expect is that you critically engage, apply and evaluate the texts.**

Academic Integrity

Please be advised that this course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. With this in mind, plagiarism and/or failure to properly cite will result in a failing grade for the assignment, and students found guilty of plagiarism

will be reported to the University. The CSU Academic Integrity Policy can be found in the General Catalog - 1.6, pages 7-9. (<http://www.catalog.colostate.edu/Content/files/2012/FrontPDF/1.6POLICIES.pdf>) and the Student Conduct Code (<http://www.conflictresolution.colostate.edu/conduct-code>).

Disabled Students

Students working with the resources for disabled students’ office should let me know as soon as possible and have their forms ready.

Readings & Assignments

While it is very possible that we may fall behind the following schedule, I expect students to keep up with the readings on this schedule unless advised otherwise by me.

Date	Topic	Readings	Written Assignments
June 16	Introduction and Logistics		Paper and Budget handouts
June 17	Understanding Congress	Sinclair – See RamCT	
June 18	Budget Simulation	Read: http://www.nytimes.com/2010/11/14/weekinreview/14leonhardt.html Play around with the simulation	
June 19	The State of the Environment	Kraft – See RAMCT	
June 20	Environmental Policy (K&S) in General	KS Chapter 1 (1-17) – Skim KS Chapter 2 (17-43)	Budget Simulation Reflection Due
June 23	Congress and Environmental Policymaking	KS Chapter 3 (43-91)	
June 24	The President and Environmental Rulemaking	KS Chapter 4 (91-141)	
June 25	Video/Catch Up		Outline Due http://www.pbs.org/wgbh/pages/frontline/alaska-gold/
June 26	Environment and the Courts	KS Chapter 5 (141-179)	
June 27	Collaboration	KS Chapter 6 (179-227)	
June 30	Guest Speakers	Look up Jared Polis’ and Corey Gardner’s environmental record – draft 3-5 questions for each	
July 1	Cities and the Environment/Guest Speaker	http://www.fcgov.com/climateprotection/pdf/80FortCollinsReport-WEB_2014-02.pdf	Strategies Map

July 2	Review		
July 3	Final Exam		
July 7	Paper Work Day – Consultations		Rough Draft Due
July 8	Video and ECO-Games		http://www.pbs.org/wgbh/pages/frontline/storm/view/ http://ecogamer.org/environmental-games
July 9	States and the Environment	KS Chapter 7 (227-263)	
July 10	State or Local Fracking Control - Prep and Debate	Davis – See RamCT	Energities Reflection
July 11	Presentations		Final Drafts Due

I reserve the right to change this syllabus

Academic Integrity Agreement for POLS 361

The goal of this is to have the student review and confirm his/her understanding of the university's academic integrity rules and expectations. By initialing and signing this contract, the student confirms that he or she understands the consequences of violating the university's academic integrity rules and expectations.

Because this class based on a model of mutual respect – there are also expectations for the instructor. For my part, I will try to create assignments and questions that are not formulaic or just require you to regurgitate information but call upon you to apply and investigate concepts/ideas. I will also designate some time to share my writing expectations I have for you – and will provide opportunities to you to receive feedback on your writing from me.

Academic misconduct includes but is not limited to

- Cheating– this includes unauthorized use of notes, textbook, copying from others, cheat sheets etc
- Plagiarism –
 - Plagiarism is when a writer “deliberately uses someone else’s language, ideas, or other original material without acknowledging its source. This definition applies to texts published in print or online, to manuscripts, and to the work of others including students.”
http://www.wadsworth.com/english_d/special_features/plagiarism/WPAplagiarism.pdf
- Conspiring to perform academic misconduct

If I suspect academic misconduct, the following process will be followed:

- Meeting with the instructor to discuss the matter, in which the evidence against the student will be presented and the student will be allowed to explain such evidence. If the student refuses to meet with the instructor or becomes hostile with the instructor, that refusal or hostile behavior shall be reported to the department head. Please note that if you fail to meet with the instructor- academic misconduct will be assumed.
- If violation is confirmed, the instructor will implement the following sanctions. *See point #3 below.*

If I confirm academic misconduct, the student will automatically receive a zero for that assignment.

- I reserve the right for further sanctions including: failing the course and/or reporting the violation to Conflict Resolution and Student Conduct Services.